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ABSTRACT

Noting the benefits of high school journalism training, this guidebook familiarizes commercial newspaper editors and publishers with high school journalism programs and publications and helps them become more involved in such programs. Following a look at the positive influence of high school journalism courses on student performance and motivation, the guide discusses various threats to high school journalism programs, including curricular constraints, lack of certification for faculty advisors, student press rights, and funding. Next, the guide discusses the state of high school newspapers and yearbooks, and how they have evolved in the last 20 years. The guide then explores ways in which newspapers can help high school journalism programs, including: (1) meeting the journalism teachers and publication advisors in the area; (2) providing guest speakers and tours of the newspaper plant; (3) publishing school newspapers or school pages in commercial newspapers; (4) training high school journalism students and journalism instructors and advisors; (5) funding college courses for teachers and advisors; (6) sponsoring a publication awards program and awards for individual students; (7) funding scholarships; (8) providing part-time student internships; and (9) contacting legislators and policy-makers in support of journalism programs. (Appended is a list of organizations and publications available for high school journalism programs, and 14 references are included.) (HTH)

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Editors' and Publishers' Handbook

For Helping High School Journalism Programs

By

Dr. Julie E. Dodd

Prepared for the
Journalism Education Committee,
Southern Newspaper Publishers Association
Mr. Billy Watson, Chairman

July, 1987

Prepared with assistance from Dr. Jack Dvorak (Associate Professor in the School of Journalism, Indiana University, Bloomington) and Ms. Linda Holmes (Newspaper in Education Coordinator, The Oak Ridger, Oak Ridge, TN).

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Chapter One
What is the benefit of high school journalism programs?

High school journalism programs need the help of you and your newspaper--and they need your help now.

> State and national studies of high school journalism teachers have found that less than a third of the teachers are certified to teach journalism.
>
> The educational reform movement that started in the early 1980's has caused major damage to journalism education in high schools in several Southern states.
>
> In an effort to improve the quality of entering college freshmen, many colleges and universities have established more specific high school graduation requirements. Colleges frequently do not consider journalism as a viable credit toward admission into college.
>
> Current legal cases--especially Hazelwood School District v. Kuhlmeier, which is to be heard in the fall of 1987 by the U.S. Supreme Court--threaten to substantially increase the power high school administrators have to censor high school publications.

Such factors explain why high school journalism programs recently have become the focus of discussion and concern of commercial newspaper organizations. The Journalism Education Committee of the Southern Newspaper Publishers Association held a fact-finding conference entitled "Symposium on High School Journalism Education" in July 1986 in an attempt to determine the status of high school journalism programs, especially in the SNPA area.

The Committee on the Status of High School Journalism of the Association of Schools of Journalism and Mass Communications (ASJMC) held a meeting during the American Newspaper Publishers Association convention in May 1987. The purpose of the meeting was to have

groups interested in high school journalism discuss the problems high school journalism is experiencing and discuss action that can be taken to help the high school programs.

High school journalism teachers and publication advisers would agree that such interest--and the resulting improvement of support from the commercial press--is sorely needed.

High school journalism programs are worth saving--and improving.

Research findings provide the documentation to support what those who work with high school and commercial newspapers already know: Journalism training helps individuals develop and refine a multitude of skills that not only apply to producing a newspaper but to being better rounded individuals who are able to communicate effectively, reason carefully and write clearly. Such individuals ultimately will be of benefit to society and could be strong additions to commercial newspaper staffs.

ACT Study Establishes Benefit of High School Journalism

High School Journalism Confronts Critical Deadline (1987), the report of the Journalism Education Association Commission on the Role of Journalism in Secondary Education, includes dramatic results of a study conducted by the American College Testing Program (ACT) of nearly 20,000 college and university of students.

The ACT study found that the students who had high school publication experience scored higher than the other students in a number of areas. The students with publication experience:

--scored higher in cumulative freshman college grade average.
--scored higher in their first collegiate English course.

--had higher ACT Composite scores.
--had higher social studies scores.
--had higher mean scores of final four high school courses taken prior to the ACT Assessment in English, social studies, mathematics and natural science.

In addition, publication students took more English in high school than did the non-publication students and a higher percentage of the publications students took advanced placement, accelerated or honors English courses.

Another portion of the ACT study found that students who had served on a newspaper or yearbook in high school ranked journalism courses as superior in teaching 15 of 29 language arts competencies. Some of those competencies were:

--Ability to organize a piece of writing for a specific purpose and audience.
--Ability to vary writing style for different readers and different purposes.
--Ability to improve writing through self-editing--correcting errors and rewriting sentences and paragraphs.
--Ability to identify and comprehend the main and subordinate ideas in lectures and discussions and to report accurately what others have said.
--Ability to deal with conflicts while working with other people on a project.

The research data of the JEA Commission Report is corroborated by the personal testimonies collected in a mail survey of former high school journalism students who were asked to evaluate the value of their high school journalism training. Whether or not the former high school journalism students were involved in communication-related college majors or careers, the respondents endorsed the value of their high school journalism training:

> Of the many rewards, the greatest was the educational challenge high school journalism offered that other curricula did not. It was one of the most important elements in my education, in my personal development and in my contribution to my school and my community.

> --Advertising account director (JEA Commission Report, p. 15)
>
> My high school journalism teacher left most of us with a respect for excellence, chiefly by teaching. There was a pay-off--seeing good work displayed. He taught by that examples.
> --Daily columnist (JEA Commission Report, p. 25)
>
> Journalism gave me the ability to critically analyze issues--both local and national--and in doing so, I have learned to accept ideas and opinions contrary to my own.
> --Educational services representative (JEA Commission Report, p. 13)

Obviously, high school journalism programs are teaching students valuable skills, and the students themselves recognize the importance of their journalism training. However, such has not been the case for state legislators and state departments of education.

High School Journalism Programs Address Concerns Cited in National Studies of Public Education

In the wake of national and state evaluations of public secondary education, such as A Nation at Risk, state departments of education, state legislatures, and local school boards have been eager to reform the high school curricula. Without conducting any analysis of journalism programs and the value of such programs, these groups often have labeled journalism programs "frill" courses and have not included any provision for journalism in strictly structured graduation requirements. In addition, in strengthening their admissions requirements, colleges and universities have not considered journalism as a college preparation program, causing many college-bound students not to take journalism but other "acceptable" courses (JEA Commission Report).

According to Jack Dvorak, associate professor in Indiana

University's School of Journalism, director of the Indiana High School Journalism Institute and former director of the Iowa High School Press Association, strong high school journalism programs address many of the criticisms that have been made of secondary education by the various educational reform commissions (Dvorak, 1985).

Six areas of student competencies were cited in the report of Iowa's Joint Committee in Instructional Development and Academic Articulation, which relied heavily on the goals set forth by the College Entrance Examination Board. The areas established were writing, reading, speaking and listening, reasoning, studying and mathematics. Citing research in scholastic journalism, Dvorak contends that journalism programs address all of those competency areas:

> --Writing. Students who have training in journalistic writing write more effectively because they understand the purpose of clear, accurate writing.
> --Reading. By reading commercial newspapers and magazines as part of their journalism training, students develop and practice critical reading skills. Students learn to distinguish between fact and opinion and learn to recognize different purposes and methods of writing.
> --Speaking and listening. Interviews develop both of these skills. Students must learn to express themselves clearly in conversation and to report accurately what others have said.
> --Reasoning. Through their journalism training, students learn to develop their reasoning skills as they learn to: identify and formulate problems and evaluate ways to solve them; recognize fallacies in reasoning; draw reasonable conclusions from information that may be written, spoken, or displayed in tables; comprehend, develop and use concepts and generalizations; distinguish between fact and opinion.
> --Studying. Individual study skills identified by Iowa's Joint Committee and addressed by journalism training include: the ability to locate and use resources external to the classroom; the ability to develop and use general and specialized vocabularies; the ability to understand and follow instructions; the ability to establish habits

conducive to learning independently or with others and follow a schedule for completing short- or long-term projects.
--Mathematics. High school journalists must use mathematical skills in the reporting process, such as giving numerical interpretation and explication or using tables and graphs.

Although not mentioned in Dvorak's paper, high school journalism classes also provide students with the opportunity to practice math skills by computing ad revenue, billing advertisers, developing a publication budget, maintaining financial records, fitting copy, and sizing photos and other graphics.

High School Journalism Training Encourages Students to Pursue College Training in Communications

The publishers and editors at the SNPA Symposium also wanted to know if there was a connection between a student's high school journalism experience and that individual's decision on journalism as a career. The JEA Commission also was interested in that question and had that included in the ACT study. ACT found that:

--More than two-thirds of the former high school publications students indicated that they planned to participate in publications in college (JEA Commission Report, p. 8).
--The former newspaper and yearbook staff members were 10 times more likely to select communications as their college major than students who had neither high school publications experience nor a course in high school journalism (JEA Commission Report, p. 11).

The ACT study results are echoed by an informal opinion survey conducted by the Education for Journalism Committee of the American Society of Newspaper Editors. In a questionnaire answered by professional journalists at every level, nearly 70 percent stated that they had been influenced in a career choice by their high school journalism experience.

Scripps Howard columnist Rheta Grimsley-Johnson credits her

junior high and high school journalism experience with starting her career in journalism. Grimsley-Johnson, who has received the ASNE Distinguished Writing Award for Commentary, the Ernie Pyle Award and who is in the Scripps Howard Hall of Fame, began her newspaper work as girls' sports editor of her eighth grade paper. "From then on, I never considered anything else as a career," she said.

Grimsley-Johnson, now a columnist for The Memphis Commercial Appeal, explained, "People tend to dismiss it (journalism training in junior high and high school) as something not that important. But it is. That's where you get rudimentary training" (Grimsley-Johnson, 1987).

The time is now for you and your newspaper staff to become more involved in the high school journalism programs in your community.

> High school journalism programs can help students develop a multitude of valuable skills that will help them in journalism or any other career.
>
> High school journalism programs encourage young people to pursue careers in journalism.
>
> High school journalism programs are experiencing serious difficulities.
>
> High school journalism programs need--and deserve--the support of commercial newspapers.

The goal of this handbook is to make you more familiar with high school journalism programs and publications and to help you determine how you and your newspaper can assist these programs.

Chapter Two

What Are the Threats to High School Journalism Programs?

A good high school journalism program is an asset to the high school. Students in journalism classes or those on the school newspaper or yearbook staff develop and improve their skills in reading, writing, speaking, listening and reasoning. A good newspaper informs and entertains the student body and faculty and provides a forum for student opinion. The yearbook provides a record of the school year to be enjoyed when the books arrive and for years to come.

In spite of the positive benefits of a journalism program, journalism classes and publication classes are experiencing several significant difficulties.

Curriculum Concerns

One of the major problems is that journalism is not considered a part of the standard curriculum in many high schools. Some publications are produced after school as an extracurricular activity. In some instances when journalism classes and publication classes are offered during the school day, students many earn only elective credit.

A major factor in the debate over whether journalism should be considered a class revolves around the issue of teacher certification. State departments of education grant certification to teachers based on the teachers' completion of college courses. For example, a person who earns a degree in Math Education, with specified hours in certain math courses, would be certified to teach

math.

State certification, it would appear, determines which classes the teacher is to teach. But that's not always the case. In several states, the teacher must be teaching only the majority of the teaching day in his or her certification area. That means that a teacher may teach out or his or her area of certification for one or two class periods a day. School administrators favor such certification rulings, as they have more flexibility in hiring and scheduling.

In the states with this certification practice, any teacher can be asked to teach journalism and advise a school publication--whether or not that teacher is certified in journalism. This helps explain why the vast majority of journalism teachers and newspaper advisers are not certified to teach journalism (Dodd, 1982; Gagnard, 1981; Henley, 1969).

In addition, a teacher teaching out of his or her certification area is not required to take college courses to earn certification in the uncertified area. Thus, a teacher who has no background in journalism and who is assigned to advise the school newspaper or yearbook may advise the publication staff for years without getting any training whatsoever in journalism. In fact, individuals who are forced to take teaching positions that include advising a student pubication often do not seek journalism training. These individuals want to get out of the assignment as soon as possible. They are concerned that if they take journalism courses they will "doom" themselves to having to continue as advisers. The publications produced by students who don't have a trained adviser are usually easy to recognize, as the quality of such publications

is poor.

However, it must be noted that school systems, unlike many companies, do not provide funding or time for their employees to further their training. So the teacher who is assigned a journalism class or a publication staff would not be given release time to take a college journalism course and would not be reimbursed for taking such a course.

Many untrained publication advisers do take it upon themselves to get additional training. They take college journalism courses, attend summer journalism workshops and institutes, and participate in regional and national scholastic journalism conventions. Many excellent high school publication advisers and journalism teachers started out as English teachers or librarians or business teachers. They made the effort to become educated in journalism by attending conventions, taking a few journalism classes and reading independently. Yet these individuals, because they usually have not taken the state's required college journalism courses, still would not be certified in journalism. A teacher who gains "hands on" journalism experience by working for a community newspaper or radio station would not change his or her certification through this training.

Because most high school journalism teachers and publication advisers are not certified in journalism, school systems, state departments of education and colleges are hesitant to award academic credit for the education students receive in journalism. Thus, good programs are penalized but weak programs are not encouraged to improve.

Consequently, high school journalism programs, as noted in

Chapter One, have been considered as less than academic courses and have come under attack following the reports on educational reform.

Legal Concerns

Another key area of concern is in terms of the legal dimension of the scholastic press. As you are well aware, the majority of adults do not have a clear grasp of the concepts of "libel" and "invasion of privacy" when it comes to evaluating the print media. You and your staff strive to be well informed on legal matters, and most papers have a lawyer on retainer ready to assist in determining points of press law.

The courts have established that the student press is protected by the First Amendment. However, those making decisions concerning the student press usually are not well informed about legal rulings. Studies have found that the majority of advisers and high school principals are woefully unaware of the rights of the scholastic press (Broussard & Blackmon, 1978; Trager & Dickerson, 1980). Instead of seeking legal assistance in reaching decisions concerning the student press, the advisers and principals were found to use the "common sense approach" and usually were in error.

Mark Goodman, the executive director of the Student Press Law Center, has noted an increase in the number of censorship cases over the past several years, noting that two topics of censorship have been AIDS and apartheid (Vahl, 1986). "Often the stories that cause the most problems are those that are the most responsible and well-written," Goodman said.

The case that has received the most attention in the last two years is Kuhlmeier v. Hazelwood School District. The case, which

will be heard by the U.S. Supreme Court in the fall of 1987, deals with the principal's censorship of articles on parents' divorces and teen pregnancy in the school newspaper. The Student Press Law Center, Quill and Scroll and the Journalism Education Association are some of the organizations that have filed "friend of the court" briefs in support of Kuhlmeier, the student journalist.

At the high school level, the issue is not whether or not an article, on a topic like AIDS or misappropriated school board funds, is accurate but whether or not student journalists should deal with controversial issues, even if those issues are of concern to the student readers. Some administrators want the school newspaper to portray only a positive picture of the school and the student body. On one hand, it is understandable that the school administrator is concerned about the material included in the school newspaper. However, if the administrator allows the students to print only "positive" material, it would be like the community newspaper being controlled by the Chamber of Commerce that only wants a positive image of the community presented in the paper.

A trained journalism teacher could provide the student journalists with accurate instruction on legal and ethical issues and could work with them in determining topics for coverage and being sure that articles are handled in a reponsible manner.

Here again is the issue of hiring a trained journalism teacher. But administrators and communities who seek out trained band directors and athletic coaches often think that any teacher, especially an English teacher, can advise a school publication. You and your newspaper are in a position to help educate school principals and school board members that a trained journalism

teacher should be hired.

Financial Concerns

Another key concern for high school journalism programs is money. School systems do provide support for the journalism program in that they are paying the salary of a teacher who spends some part of a school day working with students who are involved in journalism. Some school systems provide equipment and facilities, such as typewriters, computers and darkrooms. A minority of school systems pay supplements, as are paid to coaches, to publication advisers who spend after school time working on the publications. Very few school systems provide funding for the actual publication of school newspapers and yearbooks.

In most cases, the publications have to be self-supporting, relying on the sale of publications and on the sale of advertising for funding. These financial constraints can have a number of effects. A school newspaper may have to reduce the number of issues published during a school year. The publication staff might not be able to attend a regional journalism convention. The publication might not be entered in a yearly evaluation service to help determine the strengths and weaknesses of the publication. The journalism program may have to function without materials and equipment that are needed.

Chapter Three

How Well Do You Know the High School Journalism Programs in Your Area?

A major step in developing a helping relationship with your area high school journalism programs is knowing about those programs. The following questions should help you determine how "with it" you are in terms of your area high school publications.

--Which high schools in your circulation area have school newspapers?

--What are the names of the high school newspapers?

--Who is the adviser of each publication?

--In the past year, have you read each publication at least once?

--Which high schools in your circulation area have yearbooks?

--What are the names of the yearbooks?

--Who is the adviser of each yearbook?

--Did you read the most recent yearbook for each school?

If you had to answer "no" to some of those questions, you can easily remedy this situation. Contact each high school and ask for the name of the newspaper and yearbook advisers. (In some cases, the same person will be advising both publications.) Next, write or call each adviser and introduce yourself. Ask to be put on the newspaper's subscription list. There may be a small subscription fee or mailing fee. Ask to purchase a yearbook. With some yearbooks, if you purchase an advertisement, you will receive a complimentary yearbook.

Receiving regular copies of the newspapers and having copies of the yearbooks will enable you to keep in touch with your area

publications. You will be aware of trends and issues at the schools, which could alert you to possible story ideas for your paper. Also, you will know who the student journalists and advisers are. Another advantage to reading these publications is that you will be able to identify--through bylines and photo credits--students who show talent in journalism. These are students who could be approached about summer jobs or who could be encouraged to consider a career in the newspaper field. Also, by subscribing to the student publications, the advisers and the student staff members will be pleased to know that your newspaper is taking an active interest in them.

(A form, "High School Publication Information Sheet," follows this chapter. This form could be completed and put on file so that you and your staff would have information about each area high school publication.)

Extracurricular Status Hurts Publication Programs

A significant aspect of a high school journalism program's success is based on whether the program is part of the regular school curriculum or if working on the newspaper or yearbook is considered a club or extracurricular activity. Do you know if publications in your area are produced as part of a class or are extracurricular? Do students who work on the publications receive credit towards graduation?

Those school newspapers and yearbooks that are considered a club or extracurricular activity experience serious difficulties.

First, students who work on student publications as an extra activity, in addition to taking a full course schedule, often can't

commit the time necessary to produce a quality publication. When operating as club members, student journalists often don't have the time necessary to conduct interviews, write articles, write headlines, plan and design layouts, take photographs, sell advertisements and the like.

Also, advisers of these extracurricular publications have trouble getting students to meet deadlines, as grades and credit can't be used as motivators. Therefore, extracurricular newspapers may be published only three times a year or less. Such infrequent publication certainly limits the timeliness of the articles and the ability of the publication to address current issues of student concern. Extracurricular yearbooks have fewer pages and may lack such essentials as captions.

Third, extracurricular publications typically have very limited instructional time. Consequently, students do not have an adequate opportunity to learn how to write articles, write headlines, design layouts, sell ads, take photographs, and so on. The journalistic quality of such publications is often poor.

You can work with the adviser to develop a campaign to use in approaching the school administration and, if necessary, the superintendent or school board to explain to them why journalism should be a part of the curriculum and why publications should be produced during a class period.

Some State Mandates for Educational Reform Hurt High School Journalism Programs

In some cases, high school journalism programs that are part of the curriculum and award credit are threatened by state mandates.

For example, Tennessee now has an "Honors Diploma." The idea of the new diploma is to encourage students to take a strong academic program. The diploma sets out specific categories of courses that must be taken during grades 9 - 12, allowing for only two electives during the four years. Unfortunately, journalism does not fit into any of the Honors Diploma categories. Consequently, many of the best high school students in Tennessee are not participating in journalism programs because they can't get honors credit for journalism work.

High school advisers need the voices of commercial newspaper publishers and editors to call for the revision of state curricula that hurt high school journalism programs. If your state has requirements that hinder high school journalism, contact your state legislators to stress the need for including journalism as an option in the graduation requirements. Address this topic as a feature or editorial in your paper.

Meet the Publication Advisers in Your Area

A good way to find out about the high school journalism programs in your area and in the state would be to have a coffee, dinner or some type of get-together for the advisers, where you and members of your staff could get to know them and talk with them--either informally or in a question/answer session--about their concerns for scholastic journalism in their own schools.

High School Publication Information Sheet

Name of publication:

Type of publication: ____ newspaper, ____ yearbook

Name of school:

School address:

Phone number:

Adviser's name:

Does publication staff meet during a class period?
____ yes, ____ no

Is a journalism class offered in addition to a production period for the staff? ____ yes, ____ no

How many credits can students earn by working on the publication? _____ credits

Are credits earned in journalism class/publication considered:
____ English credit ____ Elective credit
____ Fine Arts credit ____ Other

How many years has this teacher been the adviser of the publication?
_____ years

What subject(s) does the adviser teach?

How does publication raise funds for publication? Note percentages:

_____ sale of publication ____ funds from school budget

_____ sale of ads ____ funds from school board

_____ fund raisers ____ other. Explain

What are the special concerns of this publication?

Chapter Four

What Are Today's High School Newspapers and Yearbooks Like?

Editors and publishers of commerical newspapers are well aware of trends in design and content for commercial newspapers. However, not many are aware of what today's high school publications are like.

Just as commercial newspapers are not identical to each other, there is no one standard high school newspaper or yearbook.

Several factors determine the caliber of the publication: (1) The journalistic expertise of the adviser and his or her ability to pass that knowledge to the students. (2) The curriculum status of the publication. Newspapers and yearbooks which are produced during a class period and which award credit are, in the vast majority of situations, superior to those publications published after school hours as a club or produced during the teacher's planning period. (3) The goals for the publication held by the adviser and the students. (4) The financial status of the publication. Typically, a newspaper's revenue is primarily made through advertising with sales being the secondary income. The majority of the yearbook's income is from book sales. Most yearbooks also sell ads, which often appear in the back of the book. Some publications also are involved in other fund raisers to earn adequate funds. Most receive no funding from the school or the school system.

Today's high school publications, when compared to their counterparts 10 to 20 years ago, differ dramatically in terms of design and content.

High School Newspapers

Just as commercial newspapers have undergone great changes in design and graphics in the last 10 to 15 years, so have high school newspapers. Although some papers are still typed and mimeographed, most are typeset and printed. Most high school newspapers are tabloids printed on newsprint. An issue of a school paper will range in length from 4 to 16 pages, with 8 to 12 pages being about average. Some high school newspapers are published every other week, whereas some are printed as infrequently as two or three times during the school year. On the average, the paper is published once a month.

The newspapers typically use two or three different column widths to help differentiate articles, a variety of point sizes for headlines, and modular design. Black and white photos, graphics and screens are all part of the high school newspaper. Some newspapers use spot color and color photos--but those papers are the exceptions.

In a few cases, the papers are produced through a computer desktop publishing system. Some are printed by the school's graphic arts department. But more typically the newspaper is printed by a commercial printer or the local commercial newspaper.

Ten to twenty years ago, the name of the game for a high school newspaper was just fitting everything onto the page. There was little concern about bumping heads or too many jumped stories. A newspaper often would use a different type style for every headline, and all cap headlines were not uncommon.

But today's high school newspaper staff is concerned about how the newspaper looks. Student journalists and their advisers look

to commercial and university newspapers as models for design. Students and advisers attend journalism workshop sessions on newspaper design and read articles on the topic. State and national scholastic press evaluation services include design as an important component in the newspaper's overall evaluation. Consequently, publications that want top ratings must strive for a more modern newspaper design.

More significant than the change in the design of high school newspapers is the change in the content of the school newspapers. The average high school newspaper no longer contains puzzles, record dedications, gossip columns and baby pictures. Instead, today's student journalists are writing articles--articles that involve doing background investigation, articles that call for interviewing students, teachers, and even community members, articles that require more than a one- or two-paragraph summary.

Dick Johns, executive director of Quill and Scroll International Honor Society, said that he and the judges who evaluate high school newspapers for Quill and Scroll's annual evaluation service have noticed a real improvement in student writing. "Our judges in our national contest say that they are seeing improvement," Johns said. "Where the adviser has the (journalism) background, the writing skills have really improved" (Johns, 1987).

A part of that improvement is in the students' ability to write on serious and important topics and do so in a mature manner. Johns explained that today's high school journalists deal with topics such as cheating on tests, graft and corruption in the school, drugs and alcohol, date violence and date rape, teen

pregnancy, the economy, and financial programs for college students.

Some of those topics would have been considered "too sensitive" or "too controversial" to be printed 10 years ago. Articles on those same topics might have been openly censored 20 years ago.

One reason that today's students may address more sensitive topics is due to "the climate of society," according to Johns. Students are exposed to issues like premarital sex, divorce and drugs "day in and day out." The students' awareness makes them more likely to want to write about these topics in the student newspaper.

Court rulings are a major factor in the change in the kinds of topics student newspapers can address. Until the late 1960s, high school students were very limited in their freedom of expression--whether in dress, hair style or the content of the student newspaper. Public schools across the country routinely set strict guidelines that students were required to follow. Girls were not allowed to wear slacks to school. Boys could not have hair that touched the collars of their shirts. Student newspapers were often read by the school principal, and articles or entire issues banned.

The Supreme Court case of Tinker v. Des Moines Independent School District (1969) changed students' rights. In its ruling, the court stated that students in public schools "do not shed their constitutional rights at the school house gate." Although this case actually involved the right of students to wear black armbands to protest the Vietnam War, the court's ruling became the landmark case for all student rights cases.

As with the commercial press, the student newspaper's rights, guaranteed by the First Amendment, are not without

limitations. Court cases have established several areas of unprotected student expression. First, material printed in the student newspaper may not be libelous. Second, the material may not be obscene--and the obscenity standards for minors are stricter than they are for adults. Third, the newspaper may not invade an individual's privacy. Fourth, the newspaper cannot, due to its content, cause the clear and substantial threat of the orderly operation of the school.

With any legal ruling, shades of interpretation exist and differences in rulings exist in different judicial areas. However, the key is that students do have the legal right to deal with sensitive issues within foundaries described by the court.

High School Yearbooks

As has been true with high school newspapers, school yearbooks have changed significantly over the past 10 to 20 years. No longer are most high school yearbooks simply photo albums. Good yearbooks, too, have changed in terms of design and content.

The typical yearbook is hardbound and varies in length from 160 to 360 pages. High school yearbooks have gone to a magazine design--with a dominant photo on each spread, consistent internal margins, and columnar design. The photographs are more natural shots of students and teachers going about their daily life, rather than the posed photo of students mugging for the camera. Depending on the book's budget--and these will vary from less than $10,000 to $30,000--pages of color photos and spot color will be used.

Those yearbooks caught in a mid-'50s or mid-'60s design--with page after page of randomly placed photos, collages and

virtually no copy--are those that are advised by a teacher who lacks journalism training and is simply copying previous yearbooks.

Not only do today's yearbooks look different from the "memory books" of earlier years, but also the content in them is different, too. Most high school yearbooks do not contain Senior Superlatives or full-page pictures of the Homecoming queen or the Prom queen. Instead, the yearbook staff members try to cover topics that are of interest to more students in the high school. In addition, today's yearbooks contain more written material--all photos have captions and every spread (or two-page unit) has an article.

Each spread in the yearbook will have a topic, which will be the focus of the photos, the article, and the headline on that spread. Topics include: part-time jobs, fashion, weekend activities, the activities of a particular club, the results of a team's season, and classroom activities. The student staff members conduct interviews of students and teachers to collect information for their articles and the captions for their pictures.

The resulting articles are of interest to students when they receive their yearbooks and are of even greater value after students graduate and look back on the high school experience through their yearbooks. Considering the "historical" aspect of a yearbook for the students, many high school yearbooks now contain two to four pages that highlight the major news events of the year. Those pages provide a reminder of significant events of that particular school year--the explosion of the Challenger, Irangate, the election of a new state governor, and the like.

Chapter Five

What Can You and Your Newspaper Do to Help High School Journalism Programs?

Whatever your newspaper's size and financial situation, you have many ways that you can help your local high school publication programs. Many commercial newspapers already are involved in helping their local high school programs. A survey conducted by the SNPA Journalism Education Committee in 1986 obtained information on what specific newspapers were doing. Of the 122 newspapers that completed the survey, 72 newspapers (59%) said that they do sponsor some kind of high school journalism program. Based on that study, 41% of the papers have no program at all. In some cases, those newspapers that have programs could expand their activities.

The following activities are suggestions of what you could do to help your local high school programs. Based on the results of the SNPA survey and based on materials provided by individual newspapers, specific SNPA newspapers are included as examples. If you are interested in a particular activity--in determining how to go about organizing the activity, in finding out how much it costs, or in learning what the response has been--you can contact a paper which offers that program.

In determining what involvement your newspaper will have with area high school journalism programs, you need to decide if your goal is simply to help out or if your goal is to make a difference in the publication programs.

Certainly activities like offering tours of your facility and offering staff members to be guest speakers are helpful. However, such activities do not cause any long-term improvement of

the high school journalism program. Hiring high school students for summer jobs with your paper or awarding college scholarships help those individual students--and that's very important for those individual students. However, again those activities don't contribute to the long-term improvement of the program.

Continue to offer tours and to award scholarships. But in addition, work with your area high school journalism teachers to determine what kind of assistance you can provide that can cause change. Do you need to work with the adviser in getting journalism established as part of the school's curriculum? Do you need to establish a journalism awards program to evaluate the work of student journalists in the area and to recognize the work of the best students and advisers? Do you need to provide a scholarship to send the adviser to a summer journalism course or workshop?

You can make a major difference in the high school journalism programs in your area. But you must be willing to find out about the programs and then make the commitment of time and money to help those programs improve.

Know the Journalism Teachers

A first step is getting to know the journalism teachers and publication advisers in your area. As suggested in Chapter Three, a coffee, dinner or some other type of social activity would be a good way for you and members of your staff to meet the high school teachers. You could hold such an activity at the beginning of each school year to meet any new journalism teachers and to let them know that you continue to be interested in them and their journalism programs.

Guest Speakers

You and your staff are excellent resources for the high school journalism program. High school teachers realize the value of having people involved in a career, such as journalism, talk with their students to help reinforce what is covered in class. Members of your staff could talk about a wide variety of topics, such as writing a lead, page design and layout, photography, writing sports stories, selling ads, the benefits of a career in journalism, or preparing for a job with a newspaper.

You could designate one person on your staff to coordinate guest speakers. Your contact person could inform--with a letter or phone call--each journalism teacher and publication adviser that your staff is interested in working with the high school program. Then the teachers/advisers could get in touch with your contact person, explain the topic that they want covered, and your person could make arrangements with an appropriate person on the staff. Or you may prefer for the teacher/adviser to directly contact the person on your staff who is the desired speaker and work out the arrangements with that person. Either way will work. What is crucial is that the high school teachers/advisers know that your staff members are interested in being speakers.

A few tips for the potential guest speakers.

(1) Find out the specifics from the teacher/adviser. The teacher should provide you with a particular topic to discuss, like "sports writing." Are the students beginners or do they have some experience? How long is the class period? How many students are in the class?

(2) Be prepared. Some guest speakers think that they can "wing" a class presentation. Some can and do a good job, but most who are unprepared come across as disorganized or leave out important information. You don't need to have a written speech; however, you should do some planning. Make a list of the specific points that you want to cover. You might also write down some examples of assignments you've had or stories you've written that will illustrate your points. Decide if you want the students to read anything, like samples of your articles, before you talk with them. If so, make arrangements with the teacher to have the articles copied and distributed to the students. In some cases, you may want to provide materials during your talk to supplement a point you are making. Either have those copies made yourself or get the materials to the teacher ahead of time to have them duplicated. (In some cases, a school may not have a copier.)

(3) As you talk with the students, clarify any jargon or terminology that you use. Terms that are a regular part of your vocabulary--like inverted pyramid, VDT, masthead, ad copy, point size--may be unfamiliar to the students. especially if they are beginning journalists. Be sure that when you use a term that you provide a brief definition.

(4) Allow time for questions.

Some of those newspapers providing guest speakers are Beckley Register/Herald (Beckley, W VA), Birmingham Post-Herald (Birmingham, AL) and Charleston News and Courier Post (Charleston, SC).

Tour of Newspaper Plant

A tour of your newspaper facility can be helpful in several ways. First of all, the students can see how the whole operation fits together. As most high school journalism programs emphasize writing, the students will benefit from seeing the advertising department and the production department. Second, the students will better understand why teamwork and deadlines are so important to a newspaper's operation. Third, the students can meet some of the newspaper's staff, and your staff can meet the students. Also, the students and their teachers/advisers can become more aware of the technology involved in newspaper production. Students who see reporters typing their own stories into VDTs may be more aware that typing skills are a necessity in today's newspaper industry.

The key to a good plant tour is your tour guide. The guide can be any member of your staff. However, this person needs two qualities--enthusiasm about sharing the newspaper with students and a knowledge about the newspaper's operation. Materials--such as a page paste-up, a page negative, or a press plate--could be provided to the teacher/adviser following the tour. Such materials could be used by the teacher for a follow-up discussion with students or used for a class bulletin board.

Several newspapers offer tours, including The Asheville Citizen/Times (Asheville, NC) and Southwest Times Record (Fort Smith, AK).

Publish the High School Newspaper

A major obstacle for many high school newspapers is getting their papers published. Some papers are unable to find a local commercial print shop that can print their broadsheet or tabloid

paper. In some instances, the cost of printing with a print shop is prohibitive. The school's graphic arts department may or may not have the equipment for printing the school newspaper. Even if the graphics arts department does have an adequate press, there will be a multitude of printing problems for the first part of the school year, as the new graphic arts students learn the necessary printing skills.

Your newspaper can provide tangible support to the high school journalism program by publishing the school paper. Depending on the financial situation of your paper, you may be able to give the student paper a discount on the price of per-page printing.

Typically, the commercial newspaper typesets the copy, screens the photos, and then handles the printing. The high school students usually do the actual paste-up work, either working in the commercial newspaper's production department or working on the paste-ups at school, using their own equipment. In their publishing arrangement with The Mountain Home Baxter Bulletin (Baxter, AK), the students type their stories on a personal computer and then transmit the copy to the newspaper computer for typesetting.

The Claremont Progress (Claremore, OK), The Brownsville Herald (Brownsville, TX) and The Brookhaven Leader (Brookhaven, MS) all print their local school newspapers.

Training for High School Journalists

Training for student journalists can take a variety of forms, depending of your newspaper's capabilities--in terms of staff and facilities--and depending on the needs of your area journalism programs.

The Tulsa World (Tulsa, OK) offers several seminars for teachers and editors on: editing philosophy, copyreading and head writing, layout and design, graphics and mechanicals and ad sales. The Charlotte Observer (Charlotte, NC) sponsors a one-semester training program, which is open to juniors and seniors at all public high schools. The program includes a variety of seminars and sessions in the newsroom. The Dallas Times Herald (Dallas, TX) hosts an annual Journalism Day for area high school journalism students that includes a question/answer session with members of the newspaper's staff and a luncheon with a keynote speaker. The Courier-Journal (Louisville, KY) holds a Scholastic Press Day each fall, offering a one-day series of seminars for high school staff members. Over 500 students attend each year.

The Fredericksburg Free Lance-Star (Fredericksburg, VA) provides "mentorships" in which students work with the newspaper's reporters to see what the job is like.

Education for Journalism Teachers and Advisers

As pointed out earlier in this handbook, the vast majority of high school journalism teachers and publication advisers are not certified to teach journalism. In many instances, the teachers have had little or no college journalism training and no practical experience in print journalism. The instruction that your staff can provide could be a significant part of the teacher's training in journalism.

The Educational Services Department of the Fort Lauderdale News/Sun-Sentinel (Fort Lauderdale, FL) sponsors an annual journalism workshop for high school and middle school newspaper

advisers. Staffers and editors participate to instruct advisers in using the newspaper as a model in the journalism classroom.

Through the Newspaper in Education (NIE) program, The Winston-Salem Journal (Winston-Salem, NC) offers seminars for journalism teachers.

Funding for Teachers and Advisers to Take College Courses

Unlike many companies that help cover the cost of their employees' advanced training, school systems and state departments of education usually do not reimburse teachers for taking graduate courses, even when such advanced training may be mandatory.

Your newspaper could provide a scholarship or a partial scholarship for the journalism teacher to take a college journalism course or attend a summer journalism workshop, which are offered by a number of universities. The money that you could provide for a teacher to attend a college class could make the difference in the teacher's ability to take the class.

At the SNPA Symposium, several participants underscored the importance of helping journalism teachers have this opportunity. Dr. Albert Scroggins, dean emeritus of the College of Journalism at the University of South Carolina, noted:

> Newspapers might underwrite fees for high school advisers to go to universities to take credit courses and/or attend one- or two-week workshops. Essentially, the costs are negligible--a couple of hundred dollars, unless the adviser is going to stay for a five-week session. Most newspapers can afford it. As you know, teachers--like entry-level journalists--are not highly paid and giving up $300 or $400 from their salaries to go to school in the summer is a strain. (SNPA Symposium, p. 12)

The Oak Ridger (Oak Ridge, TN) provided funding so that a new high school newspaper adviser could take a course on supervising

high school publications that was offered by the University of Tennessee's School of Journalism.

The West Palm Beach Post/Times (West Palm Beach, FL) annually sends an adviser and an outstanding student to a summer internship at the University of Florida's School of Journalism.

Another option for helping the high school journalism teacher/adviser with training is to offer the teacher a summer internship or summer job with your paper. Such a summer opportunity would help the teacher develop and improve his/her own journalism skills in a hands-on situation.

Publication Awards Program

An annual publication evaluation program is another way that a number of commercial newspapers have gotten involved in helping their areas' high school journalism programs.

The Gwinnette Daily News (Lawrenceville, GA) sponsors the Gwinnett High School Journalism Awards. The contest is open to high schools and middle schools in a three-county area. Individual awards are given as well as overall awards--the General Excellence Award and Most Improved Newspaper. The winners are honored at an awards dinner, which has featured several Georgia university presidents as guest speakers.

The Jacksonville Journal (Jacksonville, FL) holds an annual High School Journalism Awards Contest. Approximately 12 high schools participate each year, with more than 150 students submitting entries in nine individual categories. In addition, three school newspapers are cited for overall excellence.

A similar contest is sponsored by the Fort Myers News-Press,

with students entering their individual work for evaluation and with overall awards also being presented to top high school newspapers. Those receiving awards attend an awards banquet.

It would appear that all such competitions are designed for high school newspapers. However, such a competition could easily be expanded to include high school yearbooks.

Outstanding High School Journalist Award

Having an annual journalism competition is one way to recognize individual students and top area publications. Another way is to present awards to the editor and/or outstanding staff member of each high school newspaper and yearbook staff or to the overall outstanding student journalist.

Several commercial newspapers honor top student journalists by presenting them with the ANPA Scholastic Journalism Award. The Tallahassee Democrat (Tallahassee, FL), the Alexandria Town Talk (Alexandria, LA) and the Athens News/Banner-Herald (Athens, GA) all present the ANPA award.

Other commercial newspapers that offer their own awards for high school journalists include the Abilene Reporter-News (Abilene, TX), the Temple Telegraph (Temple, TX), the Danville Advocate-Messenger (Danville, KY) and the Searcy Citizen (Searcy, AK).

College Scholarships

Presenting full or partial college scholarships is another means of encouraging bright high school students to pursue journalism as a career. Typically, the scholarships are for students

who plan to study journalism at a particular college or university in the state. In other cases, the student may use the scholarship toward study of journalism at the college or university of his or her choice.

The Nashville Banner (Nashville, TN) awards a journalism scholarship to a freshman who attends the University of Tennessee's College of Communications. The academic scholarship includes tuition, room, board and books. In addition, the scholarship winners are offered summer employment at the Banner.

Not all commercial newspapers can make the financial commitment of a full scholarship. Smaller papers might be able to make a scholarship award of from $100 to $500. Such an award would help the student pay for tuition and/or books and would indicate to the student that the local newspaper has confidence in his/her potential in journalism.

Some commercial newspapers that make scholarship awards include The Plano Star-Courier (Plano, TX), The Athens News/Banner-Herald (Athens, GA) and The Lubbock Avalanche-Journal (Lubbock, TX).

Publish Recognition

Articles that you publish in your paper about the high school journalism programs in your area will help the journalism programs--their students and advisers--receive recognition in the community. You could run articles on awards that the publication or individual student staff members receive or on conferences or workshops that they've attended. You should let the journalism teachers/advisers know that you are interested in running such

articles, so that they can either provide you with a news release or contact a reporter when they have a story.

Supply Materials, Equipment, Funds

Most high school journalism programs operate on meager budgets. Any help that you can provide in the way of materials and equipment would help. Before you trade in or discard still-usable equipment, consider if it could be used by the students. Virtually every high school newspaper or yearbook staff would be thrilled to receive a typewriter, a camera, darkroom equipment, or a light table. If your staff receives new style manuals, you could give your old editions to the high school journalists.

You could offer to pay a publication's membership fee for a scholastic journalism organization or pay the fee for an evaluation service. A special program that The Knoxville News-Sentinel (Knoxville, TN) has operated since 1985 is the awarding of a $500 grant to an area high school journalism program. Each fall, the newspaper calls for grant applications. Based on the applications, the newspaper then awards the grant. The first year the grant was awarded, the school newspaper that received the money purchased a computer.

Nominate Student Journalists and Advisers for Awards

High School journalists and publication advisers are eligible for scholarships and other awards are made available each year--through organizations like the Dow Jones Newspaper Fund, Sigma Delta Chi, state press associations, and Journalism Education Association. Be alert to such offerings and nominate deserving

students and advisers.

Part-time Jobs for High School Journalists

Many commercial newspapers have used part-time jobs with their papers as a way of attracting top high school students into journalism. Part-time jobs certainly can help students learn more about how newspapers operate and can help them develop the skills they have learned on their high school publications.

However, a word of caution is needed here. Such part-time jobs can undermine the high school journalism program. A high school student who is hired by your paper for evening or weekend work during the school year may not have time also to work on the school newspaper. Consequently, the student who the high school teacher has trained and worked with may drop off the school newspaper staff in preference for a paying job with your paper. Publication advisers can become frustrated by losing their top students--and often their potential staff leaders--to a commercial newspaper.

When you consider hiring a high school student, talk with the high school teacher and adviser to determine not only what the student is like from the teacher's perspective but also to make sure that your hiring of the student won't cause problems for the high school publication. Limit the hiring of high school students to summer vacations or to no more than a few hours each week

Publish the Writing of Student Journalists

The writing of student journalists can make a valuable contribution to your newspaper. News and feature articles and editorials can make members of your community aware of teen

interests and concerns. In some cases, the student journalists will be able to provide coverage of school issues that your education reporter hasn't had time to write about.

One approach to including student writing is to publish the school newspaper as an insert in your regular paper. If there are several high school newspapers in your circulation area, you could rotate which paper you publish. Another possibility is to work with the advisers or student editors in selecting particular articles from each issue and compiling them into a special high school journalism page or section.

Some commercial newspapers publish a "teen page," which features the writing of teens who submit their work directly to the commercial newspaper. If your newspaper publishes such a teen page, it is important to coordinate your efforts with the high school publication advisers, as you don't want your teen page to cause problems for the high school publications.

A "teen column," which is included in some commercial newspapers, can be useful in providing some information about activities of teens in the community. However, a teen column--written by one columnist or rotated among several teens--does not provide adequate coverage of teen issues, interests and concerns.

Publish Informative Articles about High School Journalism Programs

The commercial newspaper plays a crucial role in helping people collect information and formulate opinions about a broad scope of issues--the quality of the local school system; the 65 mph

speed limit; and local, state and national taxes. You can help educate your readers--including school administrators and school board members--about the value and benefits of high school journalism programs. For example, you could publish the results of the JEA Commission report.

Contact State and Local Decision Makers

As discussed in previous chapters, threats to the high school journalism programs are coming from state-mandated educational reform programs. Stay informed about such state-manadated decisions. Contact the state department of education and/or your local state legislators to voice your views on the need to include journalism programs as part of the curricula. Also, in conjunction with your area journalism teachers and advisers, work with school administrators and members of your local school board to help establish a strong journalism program in each area high school--a journalism program that is included in the school's curricula, that awards credit towards graduation, that has adequate funding and facilities, and that has a trained journalism teacher.

Appendix

What help is available for high school publications?

Organizations and publications are available to help high school advisers and publication staffs. However, often new advisers are unaware of these aids unless they have taken a college course on supervising scholastic publications--and studies find that few advisers have taken such courses.

You can help high school journalism programs by alerting newspaper and yearbook advisers to these aids. In some cases, you may want to contribute a small amount of money to go toward the purchase of books and journals or to help the publication pay for evaluation services.

SCHOLASTIC PRESS ORGANIZATIONS

Columbia Scholastic Press Association (CSPA)
Columbia Scholastic Press Advisers Association (CSPAA)
Box 11, Central Mail Room
Columbia University
New York, NY 10027
212-280-3311

The Columbia Scholastic Press Association (CSPA) provides services for high school newspapers, yearbooks and literary magazines. Major offerings include: annual evaluation services, two conventions each year (October and March), a summer workshop for students, and a regularly published journal--The School Press Review. To become a member of CSPA, a publication must be entered in the annual evaluation service. The cost of the service is $60.

CSPA also offers the Annual Gold Circle Awards, which is a competition for individual student work. Sixty categories of competition are available for student work published in newspapers,

magazines and yearbooks.

The Columbia Scholastic Press Advisers Association is made up of advisers whose publications are members of CSPA. Membership fee is $5.

Journalism Education Association (JEA)
P.O. Box 99
Blue Springs, MO 64015

The Journalism Education Association is for publication advisers. The cost of membership in JEA is $30. Members receive the quarterly journal, Communication: Journalism Education Today. The journal provides teaching and advising tips and includes updates on legal situations.

JEA also appoints commissions to study issues related to scholastic journalism and to make recommendations on issues of concern. One such commission is the Commission on The Role of Journalism in Secondary Education.

JEA holds two annual conventions for publication advisers and high school journalists. One convention is held in the East/Midwest in November, and the other is held in the West in April. The conventions include sessions for advisers and students and the "Write Off" competitions, where students participate in timed competitions in writing, ad design and layout design. JEA also provides a "hotline," which advisers can call to have questions answered.

A number of awards are available to advisers who make significant contributions to scholastic journalism. JEA also provides scholarships for talented students.

National Scholastic Press Association (NSPA)

University of Minnesota
620 Rarig Center
330 21st Ave. So.
Minneapolis, MN 55455

The National Scholastic Press Association (NSPA) is an organization for high school publications. NSPA holds annual evaluation services, publishes a quarterly journal, and hosts an annual convention with JEA. The cost of the evaluation service is $55. The publication automatically becomes a member of NSPA by being evaluated.

Quill and Scroll
School of Journalism and Mass Communication
University of Iowa
Iowa City, IA 52242
319-355-5796

Quill and Scroll is an honorary organization for student journalists. A school may apply for a charter. Once the school has a charter, outstanding student journalists may be nominated for induction.

Quill and Scroll conducts an evaluation service for newspapers, which costs $35. An annual contest for individual student work also is offered. A quarterly journal, Quill and Scroll, contains articles on professionals in the media, tips for advisers and students for improving their publications, and regular columns from the president of JEA and the president of CSPAA.

Southern Interscholastic Press Association
School of Journalism
University of South Carolina
Columbia, SC 29208
(803) 777-6284

The Southern Interscholastic Press Association (SIPA) is a

regional organization that serves journalism programs in high schools in a nine-state area. SIPA provides an annual evaluation service for newspapers, yearbooks, literary magazines and broadcast programs. The announcement of the evaluation results is made at the annual convention, held in early March. The convention has workshop sessions for students and advisers.

The cost for membership only is $20 per publication. The cost for membership and critique ranges from $30 to $50, depending on the total number of pages of each publication.

Student Press Law Center
Suite 300
800 18th Street NW
Washington, DC 20006
(202) 466-5242

The Student Press Law Center was established in the mid-1970s as a result of the Robert Kennedy Commission on High School Journalism in America. The center provides legal advice and assistance to high school and college journalists whose press rights have been threatened or abridged. The center publishes a journal three times a year, The Student Press Law Center Report. The journal provides an excellent summary of student press cases throughout the country. The cost of a subscription is $10 per year.

State High School Press Associations

In addition to these regional and national organizations, virtually every state in the SNPA area has at least one high school press association. These organizations typically operate out of a state college or university school of journalism. Typically these high school press associations offer: a yearly convention or

conference for student journalists and advisers, a regular newsletter, an annual evaluation service for newspapers and yearbooks, and a summer workshop for high school journalists.

These state, regional and national organizations can be very beneficial to high school publications.

First, these organizations provide the publication with contact with other high school publications. Membership in these organizations can provide a high school newspaper or yearbook with a means of developing an exchange list for swapping publications with schools of similar enrollment.

Also, these organizations can help the students and advisers evaluate their work by having their publications evaluated. These evaluations include specific suggestions from the judges plus a judging form or booklet that provides tips. Such evaluations can help advisers, especially untrained advisers, determine weakensses and find out how to improve them.

Another important benefit of membership in a press association is that it provides the adviser with contact with other publication advisers.

RESOURCE MATERIALS (PRINTED)

High School Journalism Confronts Critical Deadline, a Report of the Journalism Educaion Association Commission on The Role of Journalism in Secondary Education (1987). A copy of the digest is $3.50 (or $3 for JEA members), and a copy of the full report is $8.50 (or $5 for JEA members). Send orders to: JEA, Box 99, Blue Springs, MO 64015.

The following books and brochures may be purchased from Quill and Scroll, School of Journalism and Mass Communication, University of Iowa, Iowa City, IA 52242.

Advertising Survival Guide (Lain) - Designed to develop sound business and advertising procedures for publications.

Do's and Don'ts for Publications (Campbell) - A guide and checklist of good practices for school publications.

Free Speech and Free Press (Eveslage) - Content deals with libel, privacy, copyright, ethics, government authority, censorship and the student press. Each chapter has a narrative, discussion questions and answers, classroom activities and a worksheet.

Law of the Student Press (Student Press Law Center) - Chapters on freedom of expression, the First Amendment in the schools, official school publications and forum theory, prior review and publication guidelines, student press rights, and the role of the adviser are included in this book.

Managing Publications (Button) - Practical suggestions and ideas for publications management. A helpful aid for both experienced and untrained advisers.

Quill and Scroll Stylebook - A guide for writers and editors of student publications.

A Principal's Guide to High School Journalism (Benedict) - Analyzes and interprets the place and purpose of high school journalism and publications.

School Newspaper Management (Campbell) - Designed to develop sound business practices and improve standards of newspaper management.

Space and Equipment Guidelines for Student Publications

(Campbell & Kennedy) - Recommendations for space and facilities for high school journalism and school publications programs.

Newspaper and Newsmagazine Evaluation/Score Book and Judges' Review - A guide to school newspaper policies, coverage, writing and editing, display and design and business practices.

The following materials can be obtained by contacting the publisher:

Guidelines for Effective Students Publications and Journalism Programs (Dowling, Green and Ingelhart), DeKalb, IL: Association for Education in Journalism and Mass Communication. ERIC/RCS. Provides a sample publication guideline, listing responsibilities for adviser, administrators, and student editors.

The New Adviser, 2nd edition (Garcia), New York, NY: Columbia Scholastic Press Association - A handbook for beginning advisers in how to organize a newspaper staff. Basic instruction is given in writing for a newspaper, headline writing, and selling ads.

Press Time (Adams and Stratton), Englewood Cliffs, NJ: Prentice-Hall, Inc. Frequently used as a textbook in high school journalism classes. Includes chapters on history of the press, printing, interviewing, news writing, and other elements of newspaper production. Includes sample articles and possible assignments.

Scholastic Journalism (English and Hach), Ames, Iowa: Iowa State Press, 1984, 7th edition. A popular textbook for high school journalism classes. Covers components of newspaper production and includes numerous assignments and activities.

The Student Newspaper Design (Garcia), Norman, OK: American Student Press Institute, University of Oklahoma. Garcia, a top name

in newspaper design, provides suggestions on how school newspapers can be redesigned and can use graphcis to improve attractivenss.

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